**Lesson Title:** Field Trip Debrief and Work Days

**Name of Corresponding Unit:** Our Unique Place

**Creator:** Rachael Gustaveson and Anne Lessard

**Grade level(s):** 7

**Recommended Duration:** 80 minutes

**Essential Question:** How does place influence a person?

**Specific Learning Goals for this lesson:**

* Students will know:
* Woodstock, Vermont's characteristics in terms of the themes of geography
* There is a history of stewardship in Vermont, in particular Marsh-Billings-Rockefeller National Historic Park (MBRNHP)
* Students will understand:
* Stewardship is a personal responsibility.
* Individuals influence where they live and others that live in that place.
* Place influences people.
* Students will be able to:
* Apply the five themes of geography to the Marsh-Billing-Rockefeller National Historical Park (MBRNHP)

**Lesson Overview:**

Students make draft a plan for creating their presentation. Students have work time in class to begin making presentations.

**Description & Sequence:**

1. Debrief Field Trip
   1. Did everyone get what they needed? If not, how can we find out what you need to know?
2. Get into groups and draft a work plan.
   1. What form will your presentation be in? Which web tools will you use?
   2. Who will be responsible for what now?
      1. Gathering pictures
      2. Editing film/sound
   3. Who will create the presentation?
   4. What order will you present in?
3. Begin work

4. Finish work and practice presentations

**Pre-Assessment:**

N/A

**Summative Assessment:**

Students are working towards their final presentations.

How will you **Differentiate Instruction** for various learners?

Students have specific roles according to skills and ability.

Students will choose what tools they will use in their final product.

Graphic organizers will be available to all who wish to use them.

**Student-centered learning:**

*Collaboration –* Students are working in their groups closely throughout the work period.

*Authentic Audience* – Students will be presenting their final presentations to experts at the park and subsequently to the public.

**Inquiry-based learning:**

Students are following up on the questions they posed to experts at the park and drawing their own conclusions that will be showcased in the presentations.

**Materials:**

Net books

Rubrics

Graphic organizers

Computer with editing software

**Resources:**

Thinkingmaps.org

Prezi.com

Museumbox.com

Xtranormal.com

Vermont Standards & Grade Expectations Addressed:

**H&SS7-8:8** Students connect the past with the present by  
-Describing ways that life in the U.S and/or the world has both changed and stayed the same over time, and explaining why these changes have occurred.

**R7: 15 Generates a well-developed and grounded personal response to what is read through a variety of means and through…**  
-Comparing stories or other texts to related personal experience, prior knowledge, or other texts or ideas

**W7: 1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.**

**W7: 6** In response to literary or informational text, students make and support analytical judgments about text by…  
-Stating and maintaining a focus (purpose), a firm judgment, or a point of view when responding to a given question  
- Using specific details and references to text or relevant citations to support focus or judgment

**W7: 8** In reports, students organize information/concepts by…

-Obtaining information from multiple locations or sources when appropriate

**W7: 9** In reports, students effectively convey a perspective on a subject by**…**  
-Stating and maintaining a focus/controlling idea  
-Writing with a sense of audience, when appropriate

File Attachments: (List here)

None